Module/Week 1 - Phonics 1 - *Tricky spellings influenced by other languages*

These words have unexpected spellings for their sounds. They originate from other countries or languages

Look-Cover-Write-Check:

chef			
machine			
brochure			
league			
tongue			
antique			
unique			
science			
discipline			
scene			

Write sentences with some of the words:

Module/Week 2 - Phonics 2 - /ai/ spelling alternatives

Most of these words take an **ei**, **eig** or **eigh** spelling of the /ai/ sound. A second group take an digraph words such as came **ey** spelling. Note: /ai/ can also commonly be spelt **ay** and is heard in split vowel

Look-Cover-Write-Check:

vein			
reign			
veil			
weight			
eight			
neighbour			
sleigh			
survey			
they			
obey			

Write sentences with some of the words:

Module/Week 3 - Phonics 3 - /zh/ sound in words ending sure or -sual

The /zh/ sound commonly appears in words ending **sure** (making a /zh/-/u/ sound). It also appears in words ending sual (making a /zh/-yoo-l sound).

Look-Cover-Write-Check:

treasure			
pleasure			
leisure			
measure			
exposure			
enclosure			
composure			
visual			
usual			
casual			

Write sentences with some of the words:

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Module/Week 4 - Phonics 4 - */ch/ sound in words ending -ture*

2 or 3 syllable words with a /ch/-/u/ sound at the end are often spelt **ture** (e.g. picture is /p/-/i/-/c/-/ch/-/u/).
An alternative spelling to this end sound is **cher**, but that is usually where a root word ending **ch** (often verbs, like teach or catch) has been given a suffix of **er** (teacher, catcher).

Look-Cover-Write-Check:

picture			
adventure			
creature			
future			
nature			
capture			
feature			
puncture			
signature			
mixture			

Write sentences with some of the words:

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Module/Week 5 - Word Work 1 - *Verb suffixes -s and -es*

This is the first set of two weeks practice of verb suffix spelling rules. Rules for adding other vowel suffixes to words apply.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(wipe) wipes	a		
(snow) snows			
(handcuff) handcuffs			
(enjoy) enjoys			
(annoy) annoys			
(mix) mixes	b		
(fuss) fusses			
(echo) echoes			
(satisfy) satisfies	c		
(scurry) scurries			

Verb suffixes –s and -es

a) Simply add the **s** to these words (and to words ending vowel + **y,** e.g. annoys).

b) Add the suffix **es** to words ending **sh**, **ch**, **x**, **s**, **ss** and **z/zz** (and to some words ending 'consonant + o', e.g. volcanoes).

c) Change **y** to **i** before adding the suffix **es** in words ending with 'consonant + y'.

Write sentences with some of the words:

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Module/Week 6 - Word Work 2 - *Verb suffixes -ing and -ed*

This is the second set of two weeks practice of verb suffix spelling rules. Rules for adding other vowel suffixes to words apply.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(buzz) buzzing	a		
(read) reading			
(spray) sprayed			
(lie) lying	b		
(die) dying			
(lie) lied			
(breathe) breathing	c		
(bore) boring			
(copy) copied	d		
(dry) dried			

Verb suffix -ing and making nouns by adding -er

a) Simply add the suffix **ing** and **ed** to most words, including those ending 'vowel + y'.

c) For words ending **ie,** change the **ie** to **y** before adding ing. Simply add the **d** of the **ed** suffix to make the past simple tense.

c) Remove the final e before adding **ing**.

d) Change **y** to **i** before adding **ed**.

Write sentences with some of the words:

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Module/Week 7 - Word Work 3 - *Making an adjective stronger by adding -er or -est*

To make comparative and superlative adjectives simply add the suffix **er** or **est** respectively, e.g. fast, faster, fastest. This exercise extends work in previous years of adding these vowel suffixes to words ending with y and e to include words that end in le.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(safe) safer			
(tame) tamer			
(late) latest	a		
(simple) simplest			
(little) littlest			
(lively) livelier			
(spicy) spiciest	b		
(juicy) juiciest			
(fit) fitter	c		
(sad) saddest			

Making an adjective stronger by adding -er or -est

a) Drop the final **e** before adding **er** or **est**.

b) Change **y** to **i** before adding **er** or **est**.

c) Double the final letter when a one-syllable word ends with a spelling of consonant, vowel, consonant, except when the last consonant is **w**, **x** or **y**.

Write sentences with some of the words:

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Module/Week 8 - Word Work 4 - *Making adjectives by adding -y*

Adding **y** to a root word turns it into an adjective, using the meaning of the root word to describe another. So the noun 'wind' can be altered to describe the weather on a particular day – 'a windy day' or 'Today it was windy'. (Note: some words like 'daily' and 'early' can be adjectives or adverbs!) The rules for adding **y** closely follow the rules for adding vowel suffixes.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(squeak) squeaky	a		
(health) healthy			
(wobble) wobbly	b		
(noise) noisy			
(spice) spicy			
(stone) stony			
(wool) woolly	c		
(love) lovely			
(fog) foggy	d		
(bag) baggy			

Making adjectives by adding -y

a) Simply add the suffix **y** to most words.

b) Drop the final **e** before adding **y**.

c) Some words add **ly** to make an adjective, e.g. home – homely, coward – cowardly.

d) Double the final letter when a one-syllable word ends with a spelling of consonant, vowel, consonant, except when the last consonant is **w**, **x** or **y**.

Write sentences with some of the words:

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Module/Week 9 - Word Work 5 - *Making adverbs by adding -ly*

The suffix ly is a consonant suffix and, as for other consonant suffixes, there is often no change required to the root word. The exceptions to this rule are covered in the next two weeks.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(mad) madly	a		
(short) shortly			
(wise) wisely			
(huge) hugely			
(historical) historically			
(typical) typically			
(remarkable) remarkably	b		
(comfortable) comfortably			
(steady) steadily	c		
(easy) easily			

Making adverbs by adding -ly to an adjective

a) Simply add ly to the word.

b) Remove the final e before adding ly.

c) Change y to i before adding ly.

Write sentences with some of the words:

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Module/Week 10 - Word Work 6 - *Doubling a consonant in words with one syllable*

This is the first of two weeks practice of doubling a final consonant before adding a vowel suffix such as er, ed or ing. This exercise includes words with one syllable.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(peel) peeled			
(snow) snowed			
(dream) dreaming	a		
(fight) fighting			
(bark) barking			
(stop) stopping			
(drop) dropped			
(chop) chopped	b		
(tap) tapping			
(sit) sitting			

Doubling a consonant with one syllable words when adding a vowel suffix

a) One syllable words do not need a double consonant unless they end with 'vowel + consonant', before adding a vowel suffix such as **ed** and **ing**.

b) One syllable words ending with 'vowel + consonant' do need a double consonant before adding a vowel suffix such as **ed** and **ing**.

Write sentences with some of the words:

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Module/Week 11 - Word Work 7- *Doubling a consonant in words with more than one syllable*

This is the second of two weeks practice of doubling a final consonant before adding a vowel suffix such as er, ed or ing. This exercise includes words with two syllables.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(begin) beginning			
(forget) forgetting	a		
(prefer) preferred			
(admit) admitted			
(garden) gardening			
(complain) complaining	b		
(listen) listening			
(enter) entered			
(cancel) cancelled	c		
(travel) travelling			

Doubling a consonant with more than one syllable when adding a vowel suffix

a) Double the final letter when a final syllable ends with a spelling of consonant, vowel, consonant and is stressed (except when the last consonant is **w**, **x** or **y**, e.g. allowed).

b) The final letter of a final syllable ending with 'vowel + consonant' is not doubled because that syllable is unstressed.

c) Always double a final **l** when a final syllable ends with a spelling of vowel + l.

Write sentences with some of the words:

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Module/Week 12 - Word Work 8 - Homophones and near homophones

Homophones and near homophones are words that are pronounced the same, or very similarly, but have a different meaning. There are some clues with words such as nouns ending ce and verbs ending with se (advice and advise), but otherwise they just need to be learnt.

Look-Cover-Write-Check:

rain + rein	reign		
not	knot		
mail	male		
accept	except		
meddle	medal		
effect	affect		
heard	herd		
wait	weight		
plain	plane		
main	mane		

Write sentences with some of the words:

e.g. You are a grown boy now, so I don't want to hear you groan any more!

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Module/Week 13 - Word Work 9 - *Suffix –ous*

This is the first of two weeks practice of adding the verb suffix ous to a word. When the root word is obvious, the usual rules for adding a vowel suffix apply.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(poison) poisonous	a		
(danger) dangerous			
(hazard) hazardous			
tremendous	b		
enormous			
jealous			
serious	c		
obvious			
hideous			
courteous			

Suffix -ous

a) Add **ous** without changing a complete root word that ends with a consonant.

b) There is no obvious root word before **ous** - these words just need to be learnt.

c) The **i** sound before **ous** is spelt with an **i** or an **e** – these words just need to be learnt.

Write sentences with some of the words:

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Module/Week 14 - Word Work 10 - More suffix -ous

This is the second of two weeks practice of adding the verb suffix **ous** to a word. When the root word is obvious, the usual rules for adding a vowel suffix apply.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(fame) famous	a		
(adventure) adventurous			
(courage) courageous	b		
(outrage) outrageous			
(vary) various	c		
(luxury) luxurious			
(mystery) mysterious			
(humour) humorous	d		
(glamour) glamorous			
(vigour) vigorous			

More suffix -ous

a) Drop the final **e** before adding **ous**.

b) Keep the final **e** before adding **ous** if the final **g** sound needs to be kept.

c) Change **y** to **i** before adding **ous**.

d) Change **our** to **or** before adding **ous**.

Write sentences with some of the words:

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Module/Week 15 - Word Work 11 - *Suffix -ion with words ending -t or -te*

This is the first of four weeks practice of adding the verb suffixes **ion** and **ian** to a word. The usual rules for adding a vowel suffix apply. The **ion** suffix becomes tion, sion or ssion depending on the last letter(s) of the word. This exercise practises words ending with t or te which take the **tion** ending. These words have a sh sound, so use tion.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(invent) invention			
(inject) injection			
(act) action	a		
(collect) collection			
(infect) infection			
(complete) completion			
(hesitate) hesitation			
(relate) relation	b		
(educate) education			
(devastate) devastation			

Suffix -ion with words ending -t or -te

a) Simply add **ion** to words ending with **t**.

b) Drop the final **e** before adding **ion** to words ending with **te.**

Write sentences with some of the words:

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Module/Week 16 - Word Work 12 - *Suffix -ion with words ending -ss or -mit*

This is the second of four weeks practice of adding the verb suffixes **ion** and **ian** to a word. The usual rules for adding a vowel suffix apply. The **ion** suffix becomes tion, sion or ssion depending on the last letter(s) of the word. This exercise practises word ending with ss or mit which take **ssion** ending. These words have sh with the ss ending, so use ssion.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(express) expression	a		
(discuss) discussion			
(confess) confession			
(progress) progression			
(obsess) obsession			
(impress) impression	b		
(submit) submission			
(permit) permission			
(admit) admission			
(omit) omission			

Suffix -ion with words ending -ss or -mit

a) Simply add **ion** to words ending with **ss**.

b) Change the final **t** to **ss** before adding **ion** to words ending with **mit.**

Write sentences with some of the words:

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Module/Week 17 - Word Work 13 - *Suffix -ion with words ending -d, -de or -se*

This is the third of four weeks practice of adding the verb suffixes **ion** and **ian** to a word. The usual rules for adding a vowel suffix apply. The **ion** suffix becomes tion, sion or ssion depending on the last letter(s) of the word. This exercise practises word ending with d, de or se which take **sion** ending. Some words have a zh sound, so use sion.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(expand) expansion			
(extend) extension	a		
(comprehend) comprehension			
(attend) attention	b		
(intend) intention			
(divide) division			
(invade) invasion	c		
(decide) decision			
(tense) tension	d		
(confuse) confusion			

Suffix -ion with words ending -d, -de or -se

a) Change **d** to **s** before adding **ion** to some words ending with **d** – these just have to be learnt.

b) Change **d** to **t** before adding **ion** to some words ending with **d** – these just have to be learnt.

c) Change **de** to **s** before adding **ion** – these words have **zh** sound so take **sion**.

d) Drop the final **e** from **se** before adding **ion** – these words have **zh** sound so take **sion**.

Write sentences with some of the words:

Module/Week 18 - Word Work 14 - *Suffixes -ation and -ian*

This is the last of four weeks practice of adding the verb suffixes **ion** and **ian** to a word. The usual rules for adding a vowel suffix apply. The **ation** suffix is added to verbs to make abstract nouns. The **ian** suffix is added to words ending with c or cs to make an abstract noun, usually a profession.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(inform) information	a		
(confirm) confirmation			
(prepare) preparation	b		
(admire) admiration			
(sense) sensation			
(accuse) accusation			
(magic) magician	c		
(music) musician			
(electric) electrician			
(mathematics) mathematician			

Suffixes -ation and -ian

a) Add **ation** without changing a complete root word that ends with a consonant.

b) Drop the final **e** before adding **ation**.

c) Drop the final **s** before adding **ian** to a word ending with **c** or **cs**.

Write sentences with some of the words:

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Module/Week 19 - Word Work 15 - *Prefixes inter- and sub-*

This is the first of five prefix exercises. Prefixes change the meaning of a word. Most prefixes are added without changing the root word's spelling.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(net) internet	a		
(city) intercity			
(national) international			
(act) interact			
(view) interview			
(merged) submerged	b		
(scribe) subscribe			
(marine) submarine			
(way) subway			
(divide) subdivide			

Prefixes inter- and sub-

a) Adding **inter** changes a word to imply 'between' or 'among', e.g. interrupt.

b) Adding **sub** means 'under' implying a lower position or less than, e.g. subheading, subtract.

Write sentences with some of the words:

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Module/Week 20 - Word Work 16 - *Prefixes super-, anti- and auto-*

This is the second of five prefix exercises. Prefixes change the meaning of a word, sometimes making its opposite or making it stronger. Most prefixes are added without changing the root word's spelling.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(sonic) supersonic	a		
(market) supermarket			
(star) superstar			
(human) superhuman			
(septic) antiseptic	b		
(clockwise) anticlockwise			
(social) antisocial			
(mobile) automobile	c		
(pilot) autopilot			
(graphs) autographs			

Prefixes super-, anti- and auto-

a) Adding **super** changes a word to mean 'above', or to a higher quality or degree, e.g. superman.

b) Adding **anti** changes a word to mean 'against', 'prevent' or 'before', e.g. antifreeze.

c) Adding **auto** changes a word to mean 'self', 'own' or 'by itself'', e.g. autobiography.

Write sentences with some of the words:

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Module/Week 21 - Word Work 17 - Prefixes *non-, co- and ex-*

This is the third of five prefix exercises. Prefixes change the meaning of a word. Most prefixes are added without changing the root word's spelling. These prefixes are additional to those suggested in the National Curriculum spelling appendix for Years 3 and 4.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(sense) nonsense			
(descript) nondescript	a		
(existent) nonexistent			
(habit) cohabit			
(operate) cooperate	b		
(incidence) coincidence			
(change) exchange			
(plain) explain			
(port) export	c		
(press) express			

Prefixes non-, co- and ex-

a) Adding **non** changes a word to imply 'not' or an 'absence of', e.g. nonaggressive.

b) Adding **co** changes a word to mean 'together', 'join' or 'with', e.g. coordinates.

c) Adding **ex** changes a word to mean 'not', 'out of' or 'previous', e.g. exclude.

Write sentences with some of the words:

Module/Week 22 - Word Work 18 - *Prefixes trans- and over-*

This is the fourth of five prefix exercises. Prefixes change the meaning of a word. Most prefixes are added without changing the root word's spelling. These prefixes are additional to those suggested in the National Curriculum spelling appendix for Years 3 and 4.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(fixed) transfixed			
(port) transport			
(atlantic) transatlantic	a		
(form) transform			
(planted) transplanted			
(done) overdone			
(coat) overcoat			
(acted) overacted	b		
(excited) overexcited			
(filled) overfilled			

Prefixes trans- and over-

a) Adding **trans** changes a word to mean 'across', 'beyond' or 'changed', e.g. transfix.

b) Adding **over** changes a word to mean 'above' or 'completely', e.g. overheated.

Write sentences with some of the words:

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Module/Week 23 - Word Work 19 - *Prefixes uni-, bi-, tri-, semi- and centi-*

This is the last of five prefix exercises. These prefixes add a number or amount to a word and are additional to those suggested in the National Curriculum spelling appendix for Years 3 and 4.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(cycle) unicycle			
(form) uniform			
(plane) biplane			
(cycle) bicycle	a		
(angle) triangle			
(pod) tripod			
(pede*) centipede			
(metre) centimetre			
(colon) semicolon	b		
(circle) semicircle			

Prefixes uni-, bi-, tri-, semi- and centi-

a) Number prefixes such as **uni, bi, tri** and **centi** add one, two, three and one hundred respectively to words. *They are not always added to whole words, e.g. tribal, centillion and centipede (pede is not a word but relates to 'foot' – e.g. pedestrian).

b) Adding **semi** changes a word to mean 'half' or 'partly', e.g. semiconscious.

Write sentences with some of the words:

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Module/Week 24 - Word Work 20 – *Word Families*

Root words are used with suffixes and prefixes to create families of words. Root words can have Latin or Greek origins, e.g. defer, ferry, transfer, which are made using the Latin root word 'fer' which means 'to carry'.

Look-Cover-Write-Check:

interrupt	disrupt		
fracture	fragile		
dejected	injection		
conjunction	join		
support	transported		
admit	omitted		
uniforms	formal		
describe	formal		
expect	inspect		
prefix	suffix		

Word families – root word meanings

'rupt' means 'break'	'mit' means 'send'
'frag' and 'fract' mean 'break'	'form' means 'shape' or 'form'
'ject' means 'throw'	'scribe' and 'script' mean 'write'
'join' and 'junct' mean 'join'	'spec' and 'spect' mean 'look'
'port' means 'carry'	'fix' means to 'fix'

Write sentences with some of the words:

_____

_____